



JEFFERSON ELEMENTARY

170 Flint Drive
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	522 Students	
Principal	Pamela J. Hart	803-593-7180
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

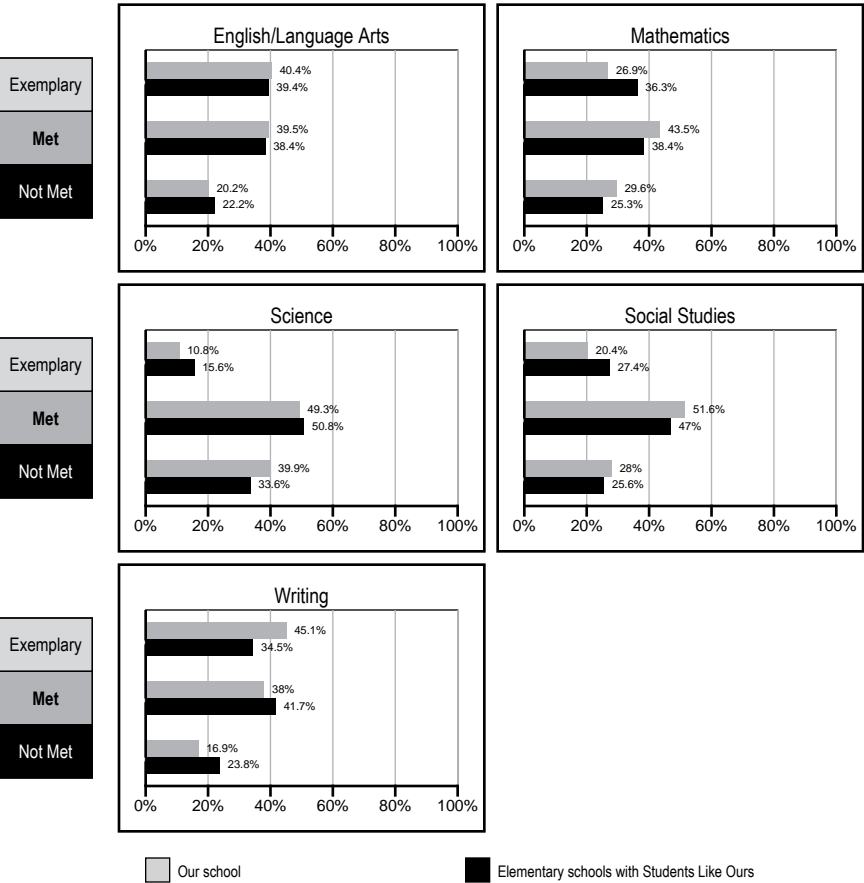
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	34	72	4	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=522)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 3.3%	1.0%	1.1%
Attendance rate	94.8%	Down from 94.9%	96.0%	96.2%
Served by gifted and talented program	13.4%	Up from 12.9%	13.2%	13.4%
With disabilities other than speech	3.3%	Down from 5.7%	5.1%	4.1%
Older than usual for grade	1.0%	Down from 1.2%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Down from 55.9%	60.5%	62.5%
Continuing contract teachers	91.9%	Down from 94.1%	90.9%	88.2%
Teachers returning from previous year	88.1%	Down from 88.6%	88.1%	87.8%
Teacher attendance rate	91.8%	Up from 89.9%	95.0%	95.2%
Average teacher salary*	\$46,767	Up 1.2%	\$46,628	\$46,773
Professional development days/teacher	10.5 days	Down from 13.4 days	10.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.4 to 1	19.9 to 1	19.9 to 1
Prime instructional time	84.0%	Up from 81.0%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,226	Down 7.9%	\$7,306	\$7,447
Percent of expenditures for instruction**	73.6%	Up from 69.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	70.8%	Up from 67.6%	65.5%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Student academic achievement continued to be the number one priority at Jefferson Elementary. Our students were assessed through the Measures of Academic Progress, Dominie, and teacher made assessments to find their individual strengths and weaknesses. Teachers used the data to form small groups for instruction. Additionally, students who needed additional help in math were served in our before school computer-assisted tutorial program. Qualifying students in kindergarten, first grade, and second grade participated in Reading Intervention.

We continued our tradition of recognizing students for their efforts and accomplishments. An awards ceremony was held at the end of first semester and again at the end of the year. Some of the awards given to students were for honor roll, good citizenship, good character, most academically improved, attendance, good character, improvement, number of books read, and exceptional performance in music, art, library skills, multiplication, and physical education. Monthly, each homeroom teacher selected a Citizen of the Month who was awarded a certificate and had his or her picture displayed on the bulletin board. Eagle tickets were distributed by faculty and staff members to students who were caught doing the right thing. The Celebration of Character provided another opportunity for students to be commended for outstanding behavior. Opportunities for students to be involved in extracurricular activities included Student Ambassadors, Shelf Elves, the annual talent show, Valentine Court, the Fall Carnival, field day, Adopt-a-Highway, and WJES, our morning news show.

Parents were given numerous opportunities to participate in activities that brought them in to the school community such as Open House, Fall Carnival, the Veterans' Day Program, Book Fair, Eat Lunch with Your Child Day, Valentine Court, Family Reading Night, and Field Day. The school kept parents informed through the school web-site, our Family Handbook, and our newsletter, Eagle Tales.

We are committed to making a difference in the lives of our students. Come visit us and see why we say, "There's no place we'd rather be than Jefferson Elementary."

Pam Hart, Principal

Jeanie Glover, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	75	37
Percent satisfied with learning environment	80.6%	84.7%	83.8%
Percent satisfied with social and physical environment	91.7%	90.7%	91.9%
Percent satisfied with school-home relations	91.2%	86.5%	66.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	247	98.4	19.4	39.6	41	89.2	82.9	82.4	Yes	Yes
Gender										
Male	121	99.2	24.5	33	42.5	87.7	79.3	78.7	N/A	N/A
Female	126	97.6	14.7	45.7	39.7	90.5	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	182	97.8	18.6	36	45.3	90.1	87.5	88.9	Yes	Yes
African American	49	100	23.9	52.2	23.9	84.8	75.5	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	14	100	15.4	38.5	46.2	92.3	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	83	I/S	I/S
Disability Status										
Disabled	25	84	66.7	27.8	5.6	55.6	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	8.3	41.7	50	100	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	97.5	24.6	47.2	28.2	84.5	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	247	100	29.5	43.3	27.2	82.1	80.6	81.9	Yes	Yes
Gender										
Male	121	100	34	33	33	78.3	79	79.9	N/A	N/A
Female	126	100	25.4	52.5	22	85.6	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	182	100	27	43.6	29.4	84.7	86	88.9	Yes	Yes
African American	49	100	39.1	41.3	19.6	71.7	71.7	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	14	100	30.8	53.8	15.4	84.6	78.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	84.4	I/S	I/S
Disability Status										
Disabled	25	100	80	15	5	25	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	25	41.7	33.3	91.7	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	37.5	45.8	16.7	76.4	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	167	100	39.6	49	11.4	60.4	64.8	68.6
Gender								
Male	73	100	28.6	57.1	14.3	71.4	65.1	68.3
Female	94	100	47.7	43	9.3	52.3	64.4	68.9
Racial/Ethnic Group								
White	129	100	37.4	49.6	13	62.6	74.3	80.7
African American	31	100	50	46.4	3.6	50	49.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	14	100	54.5	36.4	9.1	45.5	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.9	60.7
Socio-Economic Status								
Subsidized meals	101	100	50.6	44.9	4.5	49.4	53.6	57.3

Social Studies

All Students	170	100	27.8	51.3	20.9	72.2	66.7	72.5
Gender								
Male	87	100	34.2	40.5	25.3	65.8	67.1	72
Female	83	100	21.5	62	16.5	78.5	66.2	73.1
Racial/Ethnic Group								
White	118	100	25.7	51.4	22.9	74.3	72.6	81
African American	38	100	33.3	50	16.7	66.7	56.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	13	100	33.3	50	16.7	66.7	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	73.5
Disability Status								
Disabled	20	100	64.7	29.4	5.9	35.3	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.6	69.7
Socio-Economic Status								
Subsidized meals	114	100	35.2	55.2	9.5	64.8	57.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	78	100	16.9	38	45.1	83.1	76.1	73.2	94.8	95.9
Gender										
Male	40	100	22.9	31.4	45.7	77.1	71.4	67.2	95	95.9
Female	38	100	11.1	44.4	44.4	88.9	81	79.4	94.7	96
Racial/Ethnic Group										
White	56	100	12.2	38.8	49	87.8	82.3	81.5	94.3	95.8
African American	17	100	29.4	41.2	29.4	70.6	66.3	61.3	96.2	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.6	87	91.9	96.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.9	66.7	96.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	90.4	95.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	24.3	26	94.3	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.6	65.7	96.5	96.4
Socio-Economic Status										
Subsidized meals	53	100	25	43.8	31.3	75	66.2	63.2	94.2	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	101	98	14.7	30.5	54.7	85.3
	4	77	96.1	20.8	29.2	50	79.2
	5	85	100	26.9	44.9	28.2	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	75	97.3	18.8	31.9	49.3	81.2
	4	90	97.8	17.3	44.4	38.3	82.7
	5	81	100	22.5	42.3	35.2	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	101	100	37.9	34.7	27.4	62.1
	4	77	100	25	47.2	27.8	75
	5	85	100	26.9	50	23.1	73.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	75	100	28.6	35.7	35.7	71.4
	4	90	100	24.4	54.9	20.7	75.6
	5	81	100	36.6	38	25.4	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	51	100	58.3	29.2	12.5	41.7
	4	77	100	23.6	58.3	18.1	76.4
	5	44	100	38.1	50	11.9	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	37	100	47.1	32.4	20.6	52.9
	4	90	100	29.3	64.6	6.1	70.7
	5	39	100	59.4	28.1	12.5	40.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	98	19.6	58.7	21.7	80.4
	4	77	100	26.4	37.5	36.1	73.6
	5	41	100	47.2	47.2	5.6	52.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	30.6	47.2	22.2	69.4
	4	90	100	22	56.1	22	78
	5	41	100	38.5	46.2	15.4	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	98	100	24.2	49.5	26.3	75.8
	4	77	100	19.4	45.8	34.7	80.6
	5	85	100	25.3	49.4	25.3	74.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	78	100	16.9	38	45.1	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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